

Culinary Arts Foundations: Week 5 (Labor Day)

Day 1: Ch. 13 Using Standardized Recipes: Pg. 299-311

- **Objective:** Determine the importance of standardized recipes in consistency of products. Describe the parts of a standardized recipe.
- **Starter # 4:** Why do you think it is important to follow a specific recipe in restaurant establishments?
- **Assignment:**
 - Study Guide: Using Standardized Recipes Pg. 299-311

Day 2: Ch. 13.2 Recipe Conversion

- **Objective:** Practice converting recipes and finding unit prices.
- **Starter #5:** Define unit price. Pg. 307: Key Math Skills
- **Assignment:**
 - Review Study Guide Ch. 13 (If extra time)
 - Converting a Recipe/ Unit Price: Working in groups and using recipe cards students will use the conversion factor to change the yield of recipes.

Day 3: Measuring Activity (Threshold) *** Because of Labor day/Skip Day 3

- **Objective:** Demonstrate ability to correctly measure using a dry measuring cup and scale measure.
- **No Starter**
- **Assignment:**
 - Measuring Activity
 - Lab Plan Soups

Split class in 2 groups. While first group does measuring activity the second group will complete lab plan sheet. Rotate groups.

Day 4: Soup Lab

- **Objective:** Demonstrate ability to make soup using proper knife skills and safety and sanitation principles.
- **No Starter**
- **Assignment:**
 - Soup Lab

Day 5: Evaluate Soups

- **Objective:** Evaluate the 2 different soups and discuss their taste, appearance and texture
- **No Starter**
- **Assignment:**
 - Soup Evaluation

Extra Assignments: Ch. 10, 13 and Soups

Practice more knife skills

Ch. 21.1 Notes: Making Soups

Ch. 20 Study Guide: Stocks and Sauces Pg. 450-465

Ch. 10 Lab Manual #38-41

Ch. 13 Lab Manual # 48-54

Using Standardized Recipes

Ch. 13 pg.299-311

1.) Define standardized recipe: _____

2.) *Standardized recipes are based on the* _____ *used by a*
foodservice establishment.

3.) Define quality control: _____

4.) What are recipes repeatedly tested for, before they are used? _____

5.) List the six benefits of *standardized recipes*.

- _____
- _____
- _____
- _____
- _____
- _____

6.) What are the 7 parts of a *standardized recipe*? _____

7.) Define yield: _____

8.) Define portion size: _____

9.) List 3 differences between a recipe and a formula: How are *ingredients listed* in a formula? How are *ingredients measured* in formulas? What do *formulas not include*? _____

10.) Define weight: _____

11.) Measuring by weight is the _____, _____, and _____
_____ way of measuring foods such as flour, sugars, meats and cheeses.

12.) List 2 examples of common weight measure. _____

13.) Describe a balance scale and how it is used. _____

14.) Describe a portion scale and how it is used. _____

15.) Describe an electronic scale and how it is used. _____

16.) Define volume: _____

17.) Volume measures are most often used to measure _____ in food service.

18.) Volume measures are *expressed in* _____, _____, _____ and _____.

19.) Define count: _____

20.) Give an example of an ingredient when count might be used in a recipe. _____

21.) Define conversion factor: _____

22.) What is the formula for a conversion factor? _____
_____)

23.) The recipe conversion factor is used to increase or decrease a standardized recipe. This is done by _____ each ingredient quantity by the _____.

24.) If you decrease a recipe, the conversion factor will be _____.

25.) List the 5 factors that impact conversion.

- _____
- _____
- _____
- _____
- _____

Name _____ Date _____ Period _____

Converting a Recipe

Directions: With your group you need to convert the three recipes given to you and answer any other questions listed.

Recipe #1: _____ 1.) Yield: _____ 2.) Serving Size: _____

.) Use the following formula for the Total Yield Conversion Method to increase the yield of the above recipe by 16 servings. Show your calculation. *Desired yield ÷ existing yield = conversion factor*

4.) Multiply the existing yield of each ingredient by the conversion factor to obtain new ingredient yields. *existing ingredient quantity x conversion factor = new desired quantity*

Ingredient	Amount	Multiplied By	Conversion Factor	Equals	New Yield
		X		=	
		X		=	
		X		=	
		X		=	
		X		=	
		X		=	
		X		=	
		X		=	
		X		=	
		X		=	
		X		=	
		X		=	
		X		=	

5.) What are the HACCP guidelines for your recipe?

Recipe #2: _____ 1.) Yield: _____ 2.) Serving Size: _____

3.) Use the following formula for the Total Yield Conversion Method to increase the yield of the above recipe by 16 servings. Show your calculation. *Desired yield ÷ existing yield = conversion factor*

4.) Multiply the existing yield of each ingredient by the conversion factor to obtain new ingredient yields. *existing ingredient quantity x conversion factor = new desired quantity*

Ingredient	Amount	Multiplied By	Conversion Factor	Equals	New Yield
		X		=	
		X		=	
		X		=	
		X		=	
		X		=	
		X		=	
		X		=	
		X		=	
		X		=	
		X		=	
		X		=	
		X		=	

5.) What are the HACCP guidelines for your recipe?

Name _____ Date _____



Calculating Food Costs

Directions: Calculate food costs for selected food items. Determine raw yield percentages. Complete the following steps.

1. Complete the Unit Cost worksheet below by calculating the unit price for each ingredient and recording the results.

Unit Cost		
Food Product	As-Purchased Price	Unit Price
Stewed tomatoes	29 oz./\$0.95	/oz.
Carrots	1 lb./\$0.95	/oz.
Apples	6 lbs./\$7.85	/oz.
Celery	1 lb./\$1.25	/oz.
Oranges	1 lb./\$0.89	/oz.
Shredded cheese	5 lbs./\$10.25	/oz.
Milk	1 gallon/\$2.29	/ fl.oz.
Cake flour	50 lbs./\$34.95	/oz.

Converting Weight & Volume

Directions, Part 1: Use the following information to convert the volume measures to weight. Use a separate sheet of paper to do your calculations and attach it to this lab activity. Then answers on the blanks provided.

1. If 1 lb. = 2 c., then $3\frac{1}{2}$ c. = _____
2. If 1 lb. = 4 c., then 3 c. = _____
3. If 1 lb. = 2 qt., then 2 c. = _____
4. If 1 lb. = 3 c., then 5 c. = _____
5. If 1 lb. = 6 c., then 3 c. = _____
6. If 1 oz. = $1\frac{1}{2}$ T., then 3 T. = _____
7. If 1 oz. = $1\frac{1}{4}$ t., then $2\frac{1}{2}$ t. = _____
8. If 3 lb. = 3 qts., then 3 c. = _____
9. If 16 oz. = 2 c., then $2\frac{1}{4}$ c. = _____

Name: _____

Measuring Activity

How good are you?

Place each measurement in a large bowl when done for each section.
(you will have 2 bowls when done.) Instructor must weigh when done to
get your points.

Turn into tray when done.

Section 1: Dry measuring cups

1. $\frac{1}{4}$ cup
2. $\frac{2}{3}$ cup
3. $\frac{1}{2}$ cup
4. $1 \frac{1}{3}$ cup
5. $\frac{3}{4}$ cup
6. $1 \frac{1}{4}$ cup

ACCURACY: _____

Section 2: Scale

1. 4 ounces
2. $1 \frac{1}{2}$ pound
3. $1 \frac{1}{2}$ ounce
4. $\frac{3}{4}$ pound
5. 6 ounces
6. $\frac{1}{8}$ pound

ACCURACY: _____

Chicken Noodle Soup

3 servings

Ingredients:

1 cup chopped cooked chicken

1 ½ cups chicken broth

2 Tbsp. onion, chopped

1 carrot, sliced

1 medium celery stalk, chopped

½ cup uncooked noodles (1oz.)

1 Tbsp. butter

1.) In a large saucepan sauté onions, carrots and celery 2-3 minutes.

2.) Add chicken broth, bring to a boil.

3.) Cover and simmer for about 15 minutes until carrots are tender.

4.) While broth is simmering cut up cooked chicken.

5.) Stir in noodles and chicken. Bring back to a boil.

6.) Simmer uncovered 7-10 minutes or until noodles are tender.

7.) Sprinkle with parsley

Cream of Potato Soup

3 Servings

Ingredients:

3 potatoes

1 ½ cups chicken broth

1 Tbsp. butter

1 Tbsp. all-purpose flour

1/8 tsp. salt

¼ tsp. dried dill weed

Dash of pepper

1 cup milk, half and half or light cream

1.) Wash, peel and cut potatoes into a medium dice.

2.) Cook potatoes, covered in a small amount of salted water for 15-20 minutes or until tender.

3.) Set ¼ of cooked potatoes aside.

4.) With the rest of potatoes blend in a food processor with ¾ cup chicken broth. Blend until smooth.

5.) In a medium saucepan melt butter.

6.) Stir in flour, seasoning, salt, and pepper

7.) Add milk all at once. Cook and stir till slightly thickened and bubbly.

8.) Stir in vegetable mixture and remaining broth. Cook and stir till heated through.

9.) Season with salt and pepper to taste.

Name _____ Date _____ Period _____

Soup Lab Evaluation

Directions: As you taste the soup please evaluate the following information and answer the question about your lab performance. You must use descriptive words or you will not receive points

	<u>Taste</u>	<u>Appearance</u>	<u>Texture</u>
Chicken Noodle			
Cream of Potato			

- 1.) What does mire poix mean? _____
- 2.) What would these soups be classified as? _____
- 3.) What was the thickening agent in the cream soup called? _____
- 4.) Cornstarch has almost _____ the thickening power of flour. (pg. 458)
- 5.) List 2 potential hazards that could have taken place while making this soup. Use ch. 8 for help.
 - _____
 - _____

6.) Why did we put the soups in an ice bath? _____

7.) What was the most important thing you learned from this lab? _____

8.) Would you have done anything differently for this lab? Why/Why not? _____

9.) How well did your group work together in completing this lab? _____

Other questions

Teacher Checklist:

- Group had ingredients prepped before lab _____
- Group Participated Equally in Lab _____
- Group followed recipe instructions _____
- Group followed correct sanitation practices _____
- Group had a quality product _____

Notes: Making Soups

A. Types of Soups:

1.) Clear Soups:

- a.) _____
- b.) not thickened
- c.) _____: a concentrated, clear soup made from a rich broth

2.) Thick Soups: _____ or transparent; include _____ (roux)

- a.) _____: thickened by grinding the soups main ingredient in a food processor; split pea, butternut squash
- b.) Cream Soups: _____

3.) Specialty Soups: highlight a _____, special ingredients or

- a.) Bisques: _____
- b.) Chowders: made from fish, seafood or vegetables; _____
- c.) Cold soups: cooked/uncooked then _____ yogurt, cream or pureed fruit used to thicken
- d.) International soups: linked to different nations and cultures

B.) Making Clear Soups:

- 1.) Broths are more flavorful than stocks b/c the meat not merely the bone, is simmered with the other ingredients
- 2.) Sweating: place vegetables in fat over low heat; _____
- 3.) consommé: made from stock or broth; _____ are its most important characteristic
 - a.) clarify: _____; so the soup will remain clear
 - b.) raft: floating mass that forms from the mixture of meat and eggs; _____; do not stir back in and strain with a cheese cloth and china cap
- 4.) Vegetable Soups: make sure vegetables are _____ so they will cook evenly

C.) Making Thick Soups:

- 1.) Puree Soups: have a _____ than cream soups
- 2.) Cream Soups: usually pureed but _____)

D.) Storing Soups:

- 1.) when making large batched _____
- 2.) When holding only heat _____

2008-2009 Culinary Arts Foundations Lab Procedures

The Culinary Arts Foundations course is to prepare students for Culinary Arts Careers and to work in the foodservice industry. You are expected to behave in a responsible, professional manner at all times. Respect is expected and earned.

Lab:

1. Work together
2. Keep areas clean
3. Stay on task
4. Complete tasks
5. Wear proper uniform
6. Work efficiently

Dress Code and Grooming:

It is your responsibility to bring and wear proper uniform. Failure to do so will result in deducted lab points and extra cleaning jobs / assignments.

Culinary Uniforms:

1. **Shoes** should be sturdy, slip resistant and closed toed. You may NOT wear flip flops, high heels, boots or shoes with a soft top.
2. **Pants** must be as long as your shoes. No sweat pants, torn pants, or workout pants.
3. Chef hats must be worn at all times. No baseball caps or other hats.
4. Aprons must be worn.

Guys are expected to be clean shaven. Mustaches and beards are not permitted.

Fingernails must be kept clean and short. Nail polish and fake nails are not permitted (per State Board of Health).

Hair should be neatly maintained, clean, and under control at all times. Long hair should be worn under hats and pulled back in the Threshold. Grooming can only be done in the restroom.

Jewelry is not permitted in the kitchen. Small earrings, watches, and bracelets are permitted in the Threshold. NO facial jewelry is permitted.

Lab Procedures:

- Always observe safety principles with equipment, utensils, and food. Any injury should be immediately reported to the instructor.
- Practice proper sanitation at all times. Use taster spoons to taste food.
- Thoroughly clean all dishes when done using them. Clean counters, equipment, and floors surrounding your work area after use.
- Everyone is responsible for sweeping, mopping, cleaning, washing dishes, pots and pans, putting items away, wiping down dish rooms, scouring sinks, etc.
- Do not sit down once your job is completed until instructor approves your completion.

Student Signature: _____ Date: _____

Name _____ Date _____ Period _____

Ch. 20 Stocks and Sauces

Pg. 450-465

Directions: Answer the questions below using the information from ch. 20. This assignment is due at the end of the class period. NO LATE ASSIGNMENTS WILL BE ACCEPTED.

1.) Define the following terms:

- Mirepoix: _____

- Base: _____

- Glaze: _____

- Reduction: _____

2.) Name one advantage and one disadvantage of using commercial bases for stock. _____

3.) Describe the four main ingredients found in all types of stocks.

- _____
- _____
- _____
- _____

4.) Compare the characteristics of a white stock versus a brown stock.

	White Stock	Brown Stock
Made From		
How does it get color?		

5.) Explain why it is important to begin with cold water when making a stock. _____

6.) Describe how you cool stock. _____

7.) Contrast an espagnole and a demi-glaze sauce.

Espagnole	Demi-Glaze

8.) What is compound butter? _____

9.) Contrast the use of flour and cornstarch as thickening agents.

Flour	Cornstarch

10.) Explain why most chefs prefer to use clarified butter. _____

11.) Beef stock and veal stock need to be cooked for up to 8 hours. Why do you think it takes so long to make these stocks? What could happen if you cut the cooking time in half? _____

